

# Evidence of Past Impact

Rhode Island Department of Education (RIDE): ECN Application



## Evidence of Past Impact

As evidence-based includes the use of research based practices and positive student outcomes, we are sharing a sample below of the student outcomes resulting from our work. Below is a representative data set of the outstanding achievement gains of schools who received a year of comprehensive support by the Novak team, demonstrating the value-added of the work we do for the schools, district, and state. The focus of this support was on supporting the planning and implementation of instructional design, professional development, and coaching. All three schools are located in Massachusetts.

- School 1 received an overall accountability score of 91% meeting targets in 2018. For economically disadvantaged students, their performance was even higher. They were in the 92nd percentile for overall performance of economically disadvantaged students in 2018 relative to the performance of the same subgroup in schools administering similar assessments. Additionally, their criterion-referenced target percentage for the economically disadvantaged cohort was 99%. This growth was evident after a number of stagnant years of performance. Their overall accountability percentile went from 18th percentile in 2015 and 20th percentile in 2016 (2017 was not reported) to 67th percentile in 2018 when Novak began working with them. Below are related ELA and Math scores between 2017 and 2018 when Novak began our work with them.
  - According to the Next-Generation ELA MCAS average composite scaled score, the 2017 Achievement for Economically Disadvantaged students increased their average score by 7.5 in 2018, exceeding their targets (and increased by 8.0 for High Needs & 8.1 for EL/Former ELs also exceeding targets).
  - According to the Next-Generation Math MCAS average composite scaled score, the 2017 Achievement for Economically Disadvantaged students increased their average score by 2.6 in 2018, exceeding their targets (and increased by 3.3 for High Needs & 5.2 for EL/Former ELs also exceeding targets).
- School 2 showed tremendous growth after our support as well. After years of stagnant/declining growth, their results showed steep increases in 2018. Their accountability percentile went from the 12th percentile in 2015 and 10th percentile in 2016 (2017 was not reported) to 74th percentile in 2018 when Novak began working with them. Their overall accountability score was 94% meeting targets in 2018. They were in the 85th percentile for overall performance of economically disadvantaged students in 2018 relative to the performance of the same subgroup in schools administering similar assessments. Additionally, their criterion-referenced target percentage for the economically disadvantaged cohort was 86%. Below are related ELA and Math scores between 2017 and 2018 when Novak began our work with them.
  - According to the Next-Generation ELA MCAS average composite scaled score, the 2017 Achievement for Economically Disadvantaged students increased by 14.8 in 2018, exceeding their targets (and increased by 14.0 for High Needs, also exceeding targets).
  - According to the Next-Generation Math MCAS average composite scaled score, the 2017 Achievement for Economically Disadvantaged students increased by 12.2 in 2018, exceeding their targets (and increased by 13.7 for High Needs, also exceeding targets).
- After three years of declining performance, School 3's results showed steep increases in 2018. Their accountability percentile went from the 24th percentile in 2014, to the 20th

percentile in 2015 and 17th percentile in 2016 (2017 was not reported) to the 45th percentile in 2018 when Novak began working with them. Their overall accountability score was 93% meeting targets in 2018. They were in the 75th percentile for overall performance of economically disadvantaged students in 2018 relative to the performance of the same subgroup in schools administering similar assessments. Additionally, their criterion-referenced target percentage for the economically disadvantaged cohort was 91%. Below are related ELA and Math scores between 2017 and 2018 when Novak began our work with them.

- According to the Next-Generation ELA MCAS average composite scaled score, the 2017 Achievement for Economically Disadvantaged students increased by 8.5 in 2018, exceeding their targets (and increased by 8.0 for High Needs, also exceeding targets).
- According to the Next-Generation Math MCAS average composite scaled score, the 2017 Achievement for Economically Disadvantaged students increased by 8.4 in 2018, exceeding their targets (and increased by 8.5 for High Needs, also exceeding targets).

At the systems level, two of the districts impacted by our work were highlighted by DESE in the February 2020 MTSS planning conference. Below are some corresponding student outcomes data for these two districts.

- *District 1* In the 2018 Targeted Program Review report a strength for the district was listed as, “leaders having a keen focus on equity and inclusion.” In 2019 all five schools increased their accountability and criterion referenced score. The Middle School, the only school in the district that was identified as being a “turnaround” school, exited turnaround status within one year. Specifically, the school increased the percentage of targets met from 8% in 2018 to 77% in 2019. According to the most up to date reported data (2018), while the state full inclusion<sup>1</sup> rate is 64.3%, the full inclusion rate for this district was 82.6%.
- *District 2* In the spring of 2014, the annual progress and performance index (PPI) for students with disabilities was 42. The “All Students” group (which included everyone including this cohort) received a score of 89. As a product of our work, the results for students with disabilities had grown to an annual PPI score of 64 in 2015 and 79 in 2016. The growth did not end in 2016. In 2018, out of 52 total schools statewide, both elementary schools in this district were recognized by the state under the new accountability system for “high achievement, high growth or significantly exceeding their targets.” The district data remains strong with 84% - Meeting or exceeding targets in 2019. In 2019, the high school received an accountability percentile of 94% while engaging in efforts related to removing barriers of access to all students, such as proportional scheduling.

Below is a compilation of data from technical assistance sessions during the FY21 school year. This demonstrated how the services we provided built capacity that contributed to sustainability at the school and district level. When looking at the data, two patterns emerge. 1. TA’s are highly regarded as experts in their fields. 2. Participants agree that the TA sessions are providing them support to implement evidence-based practices. This work is done remotely.

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<sup>1</sup> Full Inclusion=inside the general education classroom 80% or more of the day.

## Content expertise of the TA

- 96.6% of the Inclusive Instruction Academy TA participants (868 participants) noted that the TA was knowledgeable. 0 % disagreed.
- 100% of the Intensive Instruction Academy TA participants (138 participants) noted that the TA was knowledgeable.
- 97.7 % of the Tiered Literacy Academy TA participants (551 participants) noted that the TA was knowledgeable. 0.2 % (1 person) disagreed

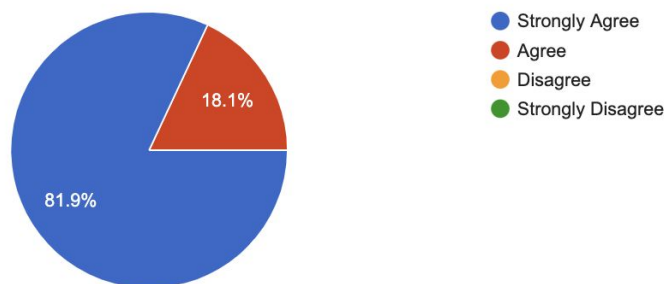
## Support in the use of evidence-based practices to support capacity building:

- Averaging responses across the FY21 TA academy and intensive sessions since this fall (1003 responses), 82.2 % reported that they "...have a better understanding of how to apply UDL in my learning environment.". Only 1.1 % disagreed with the statement.
- Across all FY21 TA sessions (551 responses), in our Tiered Literacy Academy, 81.7% either agreed or highly agreed to the statement, "After this session, I have a better understanding of how to apply evidence-based literacy strategies in my learning environment."

This level of response was not unique to this year. For example, in analyzing FY19 and FY20 responses, directly below is site-based Technical Assistance feedback data collected anonymously from respondents in the Fitchburg, Framingham, Haverhill, Monson, Peabody, Pittsfield, Plymouth, Saugus districts and inclusive of 6 different TAs over 2 years of service time. This work was done primarily in-person.

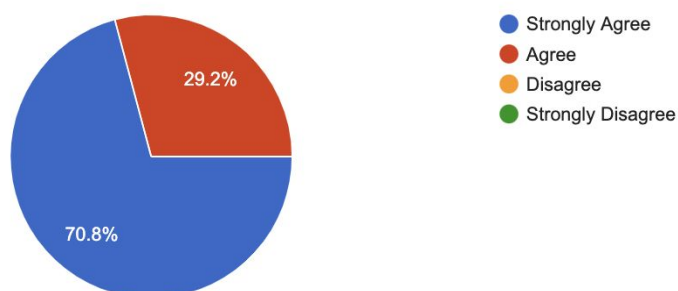
Today's activities will help our team successfully support the focus of the academy (UDL and/or Literacy)

72 responses



All of our concerns/questions were addressed in today's session.

72 responses



We are committed to supporting leaders in the plans they design and through implementation.

See additional artifacts:

- [https://drive.google.com/file/d/1aLQ2Y7dHuYBeJqkAwwu-1LGj\\_bOIJbqq/view?usp=sharing](https://drive.google.com/file/d/1aLQ2Y7dHuYBeJqkAwwu-1LGj_bOIJbqq/view?usp=sharing)
- <https://drive.google.com/file/d/1EXiN6gwf94xw58hnLtRMnyTplU3WBfop/view?usp=sharing>